# language teaching

## Note from the editors

*We are delighted to begin our term as editors with a stimulating special-feature article by Anne Burns on action research. While the term 'action research' is not new in the wider field of research methodology, it remains a relatively recent phenomenon in the field of language teaching, but one which is increasingly the subject of much debate. Anne Burns takes a critical look at the origins, purpose, scope and impact of action research in the area of English language teaching, and describes both the challenges to its status as a research methodology and the issues which need to be addressed by language teachers if it is to remain a sustainable methodology. In addition to being an authoritative overview of the paradigm, the article provides excellent background for a state-of-the-art article on the development of the language teacher written by Steve Mann, which will appear in the next issue of this journal.*

## About the journal

*Language Teaching* provides professionals and academics with an up-to-date and convenient source of references on research in second and foreign language learning and teaching. Each four-part volume includes about seven hundred abstracts of research articles reporting the latest developments in language education. The abstracts – concise and informative summaries of the original articles – are grouped broadly into the following categories: language teaching, language learning, reading and writing, language testing, teacher education, bilingual education & bilingualism, sociolinguistics, and applied linguistics. Each abstract is accompanied by full bibliographic information. The abstracts are selected from some two hundred key international periodicals surveyed regularly upon their publication.

Each issue offers also a specially commissioned state-of-the-art article on a topic important to language learning and/or language teaching.

Additional features of each journal issue are a subject index, an author index, a source index and a list of publications received. Each volume includes a list of the periodicals surveyed for abstracting.

### State-of-the-art articles

In each issue, *Language Teaching* features a state-of-the-art article on a particular topic. These are original articles specially commissioned from experts in the relevant fields, presenting a unique and authoritative overview and synthesis, with an extensive bibliography, of research on foreign and second language education. The articles cover a wide range of diverse and important topics, providing up-to-date accounts of research already carried out as well as projecting future research trends. Prior to publication, the articles are peer-reviewed by members of the journal's Editorial and Advisory Boards and by external reviewers.

Recent and forthcoming state-of-the-art articles focus on the following topics:

- writing in a foreign language (Teresa O'Brien)
- academic writing (Brian Paltridge)
- culture and language learning (Michael Byram & Anwei Feng)
- context and vocabulary teaching (JoDee Walters)
- teacher's development (Steven Mann)
- conversation analysis (Paul Seedhouse)
- language medium in European higher education (Jim Coleman)
- language corpora and foreign language learners (Melinda Tan)
- feedback on L2 students' writing (Ken Hyland & Fiona Hyland)
- The Common European Framework (David Little)
- listening (Larry Vandergrift)
- applied linguistics and language teaching research in Australia (Jenny Miller & Cathy Elder)

### Annual research review

Volume 39 of the *Language Teaching* will resume an annual research review. In these feature articles, Richard Johnstone provides a stimulating and authoritative overview of recent significant research and emerging research trends in language teaching and learning.

The editors are happy to consider advice on additional journals for abstracting and offers of future state-of-the-art articles.



https://doi.org/10.1017/S0261444805002831 Published online by Cambridge University Press